



**Administrative Evaluation and Professional  
Growth Plan Process Handbook  
September 1, 2011**

## Introduction

Public Act 205 of 2009 sections 1249 and 1250 effective January 4, 2010, requires that all certified staff be evaluated at least annually and a teacher's job performance should be evaluated using multiple rating categories that take into account data on student growth as a significant factor. For those purposes, student growth shall be measured by national, state, and/or local assessments and other objective criteria. A compensation system based on performance is required. The same holds true for administrators. Thus, principals, assistant principals, directors and assistant directors will also be evaluated every year.

This document includes the purpose, Leadership Performance Matrix, steps of the process, templates, and resource materials for conducting the evaluation process for principals, assistant principals, directors and assistant directors directly involved in school leadership and student achievement. For evaluation purposes, the director and assistant director of Asher Adult and Community Education will be designated as a principal/assistant principal. This process and documents were developed as part of the Southgate Principals and Supervisors Association (SPSA) evaluation process as specified in the Master Agreement.

Portions of this process and instruments were adapted from the Leadership Performance Matrix of iObservation, Principal Evaluation system by McREL, Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results by Douglas Reeves, and Data-Informed Decision Making on High-Impact Strategies by the Michigan Collaborative (MASA, MASB, MASSP, MEMPSA, MDE, WMU).

In addition to the literature review, a committee composed of an elementary principal, a secondary assistant principal, the associate superintendent for curriculum, instruction and assessment, secondary education and compliance, and the human resource director developed the process.

The following components are incorporated into the evaluation process for school leaders in the Southgate Community School District:

- A comprehensive set of standards written in rubric format, which establish clear expectations for school leaders' role and work. The rubrics are designed to give principals an end-of-year assessment of where they stand in all performance areas and detailed guidance for improvement. The standards include ten leadership dimensions from the work of Douglas Reeves at the Center for Leadership and Learning. They are:
  1. Resilience
  2. Personal Behavior
  3. Student Achievement
  4. Decision Making
  5. Communication
  6. Faculty Development
  7. Leadership Development
  8. Time/Task/Project Management
  9. Technology
  10. Learning

- A component of self-assessment using the rubrics in the standards to promote self-reflection for each administrator and to provide the central office supervisor (or designee) with a specific set of standards for appraisal.
- A requirement for goal setting, based on the administrator's self-assessment and the supervisor's input.
- An opportunity for continuous professional growth in the administrative role that impacts leadership practice and the continuous improvement of student achievement.
- The determination about continuation of the administrator's contract.
- Reciprocity of learning between the administrator and supervisor about his/her role and work.

### **Purpose**

The overall purpose of the administrative evaluation process is four-fold:

- To ensure the highest quality of educational leadership and management in the district;
- To promote continuous growth in each administrator;
- To foster administrator's reflection on leadership practice; and
- To comply with PA 205 of 2009, sections 1249 and 1250

### **Roles and Responsibilities**

The superintendent and his/her designee will conduct the evaluation process with all principals and directors annually. Principals and directors will evaluate assistants annually. However, goals will be set for a two year span.

### **Documents in Evaluation Process**

The evaluation process for administrators will be guided by the following steps and will use the documents in the packet of resource materials:

- Leadership Performance Matrix for Administrators written in rubric format for self-assessment (Appendix A)
- Templates and Resource Materials (available electronically) to provide structure and consistency in the evaluation process and documentation.
  - Administrator Matrix Self Evaluation Summary (Appendix B).
  - Administrator Matrix Evaluation Summary (Appendix C).
  - Levels of Performance in Leadership Matrix (Appendix D).
  - Major Components of professional Growth Plan (Appendix E).
  - Timelines for Steps in Evaluation Process (Appendix F).
  - Mid-Year Conference Between Administrator and Supervisor (Appendix G).
  - Professional Growth Plan (Appendix H).

## Steps in the Evaluation Process

The steps in the administrative evaluation process are described below. *Additional steps, conference or paperwork can be requested at any time by the administrator or supervisor to strengthen the evaluation process.*

1. Administrators will do a self-assessment using the Leadership Performance Matrix for Administrators. (Appendix A ) Administrators will read across the four levels of performance for each criterion, find the level that best describes his/her performance, and circle or highlight it. This will create a clear graphic display of overall performance, areas of commendation, and areas that need work. Scores for each domain and overall total will be recorded on the Administrator Matrix Self-Evaluation Summary (Appendix B ).
2. The administrator and supervisor will meet in an evaluation conference to review the performance outcomes from the self-assessment using the rubrics. The supervisor has the final say, but the discussion aims for consensus based on the actual evidence. Supervisors should go into the evaluation process with some humility since they can't possibly know everything about a principal's complex world. Similarly, principals should be open to feedback from someone with an outside perspective revolving around whether the school is producing learning gains for all students. *Note: Although student achievement is not explicitly included in these rubrics, it's clearly linked to a principals' leadership.*
3. The supervisor will then determine the overall Level of Performance (to be reported to MDE) from the Leadership Performance Matrix which would be: (1)Not Meeting Standards, (2)Progressing, (3) Proficient, or (4) Exemplary. Explanations of each level are in (Appendix D ). This will be summarized on the Administrator Matrix Evaluation Summary (Appendix C). The performance levels will be reported on REP annually as required by law beginning June 2011.
4. The principal and supervisor will jointly agree on two goals for the following two years. These will be presented using the Professional Growth Plan form (Appendix H). This will be completed using the guidelines from the Major Components of Professional Growth Plan in Appendix E ).
5. For any administrator not meeting standards, there will be a mandatory Mid-year Conference using the guidelines in Mid-Year Conference between Administrator and Supervisor in (Appendix G). It is an option for all others.

A copy of the Administrator Matrix Evaluation (Appendix C) will be given to the administrator, the supervisor and Director of Human Resources to report on REP, and for the file.

**Expectations:** An administrator's supervisor needs to have been in the school frequently throughout the year. Indicated in the timeline (Appendix F), an observation in the school must occur minimally twice per year.

## The Leadership Performance Matrix – Appendix A Southgate Community School District

(To be completed by Administrator)

<i>Role**</i>	<i>Leadership Dimension</i>	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
1.0 Resilience					
A	1.1 Constructive reaction to disappointment and failure	Defensive and resistant to the acknowledgment of error.	Acknowledges personal and organizational failure when confronted with evidence.	Public reports, including accountability documents, plans, and oral presentations, include frank acknowledgement of prior personal and organizational failures, and clear suggestions for system wide learning resulting from those lessons.	Readily acknowledges personal and organizational failures.
A	1.2 Willingness to admit error and learn from it	Unwilling to acknowledge errors. When confronted with evidence of mistakes, is defensive and resistant to learning from mistakes.	Able to accept evidence of mistakes when offered by others. Some evidence of learning from mistakes.	Share case studies of personal and organizational errors in a way that is used to guide, inspire, and teach colleagues throughout the organization. Builds resilience in colleagues and throughout the organization by habitually highlighting and praising “good mistakes” where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.	Admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues. Evidence of learning from past errors. Non-defensive attitude in accepting feedback and discussing errors and failures.
A	1.3 Constructively handles disagreement with leadership and policy decisions	Ignores or subverts executive and policy decisions that are unpopular or distasteful.	Sometimes challenges executive and policy leadership without bringing those concerns to appropriate	In disagreements with policy and leadership decisions, is able to articulate the disagreement and advocate	Accepts and implements leadership and policy decisions.

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			executive and policy authorities. Sometimes implements unpopular policies unenthusiastically or because “I’m just following orders, but I don’t like it.”	for a point of view based on the best interests of the organization and is willing to challenge executive authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions.	
A	1.4 Explicit improvement of specific performance areas based on the previous leadership evaluation	No evidence of reference to previous leadership evaluations in the leader’s choices of tasks and priorities.	Leader is aware of previous evaluations, but has not translated them into an action plan.	Previous evaluations are combined with personal reflection and 360-degree feedback to formulate an action plan that is reflected in the leader’s daily choices of priorities as well as in the organization’s priorities. The influence of previous evaluations has an impact not only on the leader, but on the entire organization.	Previous evaluations are explicitly reflected into projects, tasks, and priorities.  Performance on each evaluation reflects specific and measurable improvements along the performance continuum from ineffective, to progressing, to proficient, to exemplary.

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2.0 Personal Behavior					
A	2.1 Integrity	The words “I’m working on it” or “I’m doing the best I can” are regarded as acceptable substitutes for commitments. This leader cannot be trusted to follow through with tasks, budgets, priorities, or performance.	The leader meets explicit written commitments. The need to “get it in writing” does not allow subordinates or superiors to make assumptions that verbal statements have the weight of a commitment.	The leader meets commitments or negotiates exceptions where the commitment cannot be met.  Verbal commitments have the same weight as written commitments.	This leader meets commitments – verbal, written, and implied – without exception. Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority. The leader’s commitment to integrity is clear throughout the organization, as any commitment from anyone who reports to this leader is as good as a commitment from the leader.
A	2.2 Emotional self-control	Loses temper and emotionally unstable. Conversations on any sensitive topic are brief or nonexistent.	Occasional raised voice when angry or threatened, leading to a climate in which people are reluctant to raise sensitive issues.	The leader can deal with sensitive subjects and personal attacks with dignity and self-control. The leader never meets anger with anger, but defuses confrontational situation with emotional intelligence, empathy, and respect.	The leader possesses complete self-control, even in the most difficult and confrontational situation, but also provides assistance to colleagues on the techniques of emotional intelligence. Not only is the leader an exemplar of emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect.

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A	2.3 Compliance with legal and ethical requirements in relationships with employees	Violates – even just one time – the legal and policy requirements for the relationship between leaders and employees.	There is no “progressing” in this category – one strike and you’re out. Failing to be proficient is the same as being ineffective.	No instances of illegal or unethical conduct with employees, prospective employees, or other conduct that crosses the line of policy or law.	Meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety. Inculcates the foundations of mutual respect for colleagues and for the law throughout the organization.
A	2.4 Compliance with legal and ethical requirements in relationship with students	Failure to protect student safety by permitting or engaging in inappropriate contact with students.	There is no progressing in this category. A single violation is a career killer.	Meets all legal requirements for student contact and takes swift and appropriate actions when inappropriate contact between employees and students has been detected.	Uses leadership as an opportunity to teach faculty and students respect for one another, creating a climate for mutual trust and respect. Builds in all employees and faculty members an environment in which student safety is paramount, and inappropriate contact with students never occurs.
A	2.5 Tolerance of different points of view within the boundaries of the values and mission of the organization	Suppresses other points of view and discourages disagreement or divergent thinking.	No punishment of alternative points of view, but little or no development or encouragement of those views.	Focuses evaluation on the achievement of mission and adherence to values, without penalizing differences in points of view that are within the framework of organizational requirements.	Actively seeks differences in perspective, encouraging different scenarios and curricula in the context of academic standards. Explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support organizational goals.

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3.0 Student Achievement					
A	3.1 Planning and goal setting for student achievement	The goals are neither measurable nor specific. The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system.	The leader has established goals related to student achievement that is specific and measurable, but these efforts have yet to result in improved student achievement.	Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives.	Routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders in the system credit this leader with sharing ideas, coaching teachers and leaders, and providing technical assistance to implement successful new initiatives.
A	3.2 Student achievement results	Indifferent to the data, this leader blames students, families, and external characteristics. This leader does not believe that student achievement can improve.  This leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.	There is some evidence of improvement, but insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.	The leader hits the numbers, meeting performance goals for student achievement.  The average of the student population improves as does the achievement of each group of students who have previously been identified a needing improvement.	Consistent record of improved student achievement on multiple indicators of student success.  Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. Explicit use of previous data indicates that the leader has focused on improving performance.  In the areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective intervention, and reports improved results.
P	3.3 Student achievement reporting to students, parents, teachers, and other leaders	Standard report cards with letter grades are provided. Any relationship between grades and standards is a matter of the teacher's individual discretion.	Required report cards are delivered in a timely and accurate manner. Faculty members and administrators can explain the relationship of grades	Student achievement reports include not only traditional report cards and grades, but also standards achievement reports, detailing student performance on standards, as a	Reports at all levels extend far beyond the report card, but include standards achievement reports, detailing student performance on the most important standards including "power standards" identified by teachers as those most related

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			to standards where required.	part of each reporting period.	to student performance at the next instructional level. Faculty meetings and professional development meetings are focused on the locally produced academic reports, and there is clear evidence of changes in leadership, teaching, and curriculum as a response to these analyses. Reports of academic achievement can be produced at any time, and for students who require particular assistance, the frequency of academic achievement reporting is increased.
A	3.4 Use of student achievement data to make instructional leadership decisions	Indifference to data, no changes in schedule, instruction, curriculum, or leadership compared to the previous year. The data screams “change!” and the leader’s actions say, “everything is just fine.”	Participation in data-driven decision-making workshops, and limited evidence of changes based on data.	Clear evidence of changes in curriculum, teaching, and leadership based on data. Data wall in evidence and both leader and teachers refer to it in order to inform instructional decisions.	There is a clear evidence of the use of data from state, district, building, and classroom data to make specific and observable changes in teaching, curriculum, and leadership decisions. The leader regularly shares with other leaders and teachers both successes and failures based on local data analysis. The data wall is the focal point of both formal and informal leadership and faculty discussions.
A	3.5 Understanding of student requirements and academic standards	Classroom curriculum is a matter of individual discretion, and the leader is hesitant to intrude or indifferent to decisions in the classroom that are at variance from the requirement of academic standards.	Standards are posted and required training has been conducted.	Each academic standard has been analyzed and translated into student-accessible language. Power standards are widely shared by faculty members and visible throughout the building. The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.	The power standards are used and shared with other buildings. Every faculty meeting and staff development forum is focused on student achievement, including reviews of individual student work compared to standards.

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A	3.6 Understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards.	Leader is indifferent to the need for change – unable or unwilling to make difficult decisions.	Leader is aware of need to change, but changes have not yet been implemented.	Evidence of specific changes based on student performance data.	There is evidence of decisive changes in teacher assignments and curriculum based on student performance data. Case studies of effective and ineffective decisions are shared widely with other leaders and throughout the district.
A	3.7 Factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.	Data are rarely used for decisions and the predominant decision-making methodology is either a popularity context or an imperial mandate from the leader.	Some decisions are based on data, but others are the result of personal preference and tradition.	The records of decision making reflect a clear reliance on state and district student achievement data.	Decision making is neither by consensus nor by leadership mandate, but consistently based on the data. This adherence to the rule of data is reflected in all decisions, ranging from course and classroom assignments to the discontinuation of programs. The leader can cite specific examples of practices that have been changed, discontinued, and initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, district, school, and classroom. Inferences from data are shared widely outside the school community in order to share the analysis and replicate the success of this school leader.

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4.0 Decision Making					
P	4.1 Decisions in teacher assignment, course content, schedule, and student curriculum based on specific needs for improved student achievement.	The leader is unaware of or indifferent to the data.	The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data. Some decisions are based on data, but others are the result of personal preference and tradition.	The leader uses multiple data sources, including state and district assessments, and has at least 2 years of data. The leader systemically examines data at the subscale level to find strengths and challenges. The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis	<p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and has at least 3 years of data. The leader systemically examines data at the subscale level to find strengths and challenges.</p> <p>The leader systematically examines data at the subscale level to find strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to draw inferences from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions. The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The leader has coached other school leaders in other schools to improve their data analysis skills.</p>
A	4.2 Clear identification	The leader lurches from	The leader uses both	The leader clarifies the	All stakeholders understand the difference

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	of decision-making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting input from the staff, and which decisions are made by the leader alone.	autocracy to democracy with no clear method, demoralizing and bewildering the staff.	consensus and unilateral decision making, but the reason for changing decision-making structures is not consistently clear.	decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions.	between decision-making levels, where Level I represents a staff decision by consensus or majority, Level II represents a staff input that will significantly influence leadership decisions, and Level III represents a unilateral leadership decision. The leader uses data in such a compelling way that the vast majority of decisions are Level I decisions.  Staff surveys reflect a staff feeling of empowerment and personal responsibility for organizational success.
A	4.3 Decisions linked to vision, mission, and strategic priorities	The leader is unaware of or disconnected from the organization’s vision, mission, and strategic priorities. There is little or no evidence of the relationship decisions to these organizational guideposts.	While the vision, mission, and priorities may be visible, they are not consistently linked to the leader’s decisions.	The decisions of the leader are consistent with the vision, mission, and strategic priorities of the organization	The vision, mission, and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions.  The use of strategic guidelines for decision-making filters makes many decisions self-evident and avoids time wasted on unproductive arguments.
A	4.4 Decisions evaluated for effectiveness and revised where necessary	The leader is mired in old decisions, accumulating each one as if decisions were etched in stone.  There is little or no evidence of reflection and reevaluation of previous decisions.	The leader has new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making changes.	The leader has a record of evaluating and revising decisions based on new information.	The leader can provide clear and consistent evidence of decisions that have been changed based on new data.  The leader has a regular pattern of decision reviews and “sun setting” in which previous decisions are reevaluated in light of the most current data.  There is a culture of “honest bad news” in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.

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5.0 Communication					
A	5.1 Two-way communication with students	<p>The leader avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present.</p> <p>Many students do not know the leader’s name or recognize the leader on sight.</p>	The leader is visible and sometimes greets students by name, and talks with students frequently.	The leader regularly greets students and is proactive in talking with and listening to students. The leader is particularly visible at the beginning and end of the school day and during all other times when students are present.	In addition to all of the “proficient” characteristics, the leader goes to exceptional lengths to listen to students. The listening strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations. Discussions with students reveal that they know that the leader will listen to them and treat them with respect.
A	5.2 Two-way communication with faculty and staff	Faculty meetings consist of the reading of announcements with little or no interaction.	Typically limits listening to questions during faculty meetings.	<p>Faculty meetings include open discussions with two-way discussions. Faculty members regularly have the opportunity for one-to-one meetings with the leader.</p> <p>The leader knows all staff members and makes an effort to recognize the personal and individual contribution each one makes.</p>	In addition to all of the “proficient” behaviors, the leader actively engages in active listening to the faculty and staff. The leader’s calendar reflects numerous individual and small group meetings with staff at every level, not just with the direct reports. Bus drivers, cafeteria works, first-year teachers all report confidence in their ability to gain a respectful hearing from the leader.

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A	5.3 Two-way communication with parents and community	Parents and community members have little or no role to play in leadership decision making.	Parents and community members receive a respectful hearing when they initiate the conversation.	Conducts frequent interactions with parents and community members, including newsletters, personal briefings, personal visits and calls, and the use of technology (voice mail, hot lines, email, Web sites) where appropriate. Clear evidence of decisions based on input from parent and community members.	Clear evidence of parent and community-centered communication, including open forums, focus groups, surveys, personal visits, and extensive use of technology. Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect parent and community involvement. Survey data suggests that parents and community members feel empowered and supportive of educational objectives.
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6.0 Faculty Development					
P	6.1 Understanding of faculty proficiencies and needs for further development	Professional development is typically “one size fits all” and there is little or no evidence of recognition of individual faculty needs.	The leader is aware of differentiated needs of faculty and staff members, and there are a few instances of differentiated professional development.	The leader has created individual learning plans for each faculty and staff member, if necessitated by teacher evaluation, and professional development activities reflect the prioritized needs to these plans.	In addition to the “proficient” criteria, the leader has also demonstrated a record of tailor-made professional development opportunities linked to the needs of each staff member, including certified and non-certified staff.  The leader personally participates in professional development to demonstrate a commitment to lifelong learning. The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations in order to build the professional knowledge opportunities of the entire community.
A	6.2 Personal participation in leading professional development	The leader generally stopped acquiring new information after completing graduate school and displays little or no evidence of new learning or sharing that learning with colleagues.	The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues.	The leader devotes faculty meetings to professional development, not announcements. The leader personally leads professional development several times each year.	In addition to meeting the criteria for “proficient,” the leader is also an active participant in teacher-led professional development, demonstrating with a commitment of time and intellect that the leader is a learner and is willing to learn from colleagues on a regular basis. The leader routinely shares learning experiences with other leaders and colleagues throughout the system.

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A	<p>6.3 Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance</p>	<p>Formal feedback is formulaic and unspecific.</p> <p>Informal feedback is rare and more likely to be associated with negative than positive behavior.</p>	<p>The leader adheres to the personnel policies in providing formal feedback, although the feedback is only occasionally used to improve organizational performance.</p>	<p>The leader provides formal feedback consistent with the district personnel policies and provides informal feedback to reinforce good performance and highlight the strengths of colleagues.</p> <p>Feedback is explicitly linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.</p>	<p>The leader possesses all the attributes of “proficient” performance and also uses creative ways of feedback. Examples are consistent nomination of employees for recognition and awards, letters of commendation, and personal messages of admiration.</p> <p>The entire organization reflects the leader’s relentlessly positive reinforcement, and performance by individuals and the organization reflects the leader’s focus on recognition that is accurate, timely, and specific.</p> <p>The leader balances individual recognition with team and organization-wide recognition.</p>
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7.0 Leadership Development					
P	7.1 Strong assistant administrators who are capable of immediately assuming leadership responsibilities in this school or other buildings	The other administrators under the leader’s direction are not capable of assuming additional responsibilities and there does not appear to be a coherent and consistent leadership training program in place.	The leader provides some training to an assistant administrator who may, in time, be capable of independently assuming a leadership role.	The leader as personally trained at least one assistant administrator who is capable of replacing the leader today.	<p>The leader has multiple assistant administrators who are ready to assume leadership responsibilities, and the leader has already established a track record of placing former mentees in positions of leadership.</p> <p>The leader continues to provide guidance and mentorship to new, developing, and emerging leaders even when they are outside of the leader’s personal span of leadership.</p> <p>Multiple leaders throughout the system cite this leader as a mentor and reason for their success.</p>
A	7.2 Evidence of delegation and trust in peer leaders	The leader reserves almost all decision-making authority, even on immaterial matters. Peers are unwilling or unable to exercise independent judgment.	The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization.</p> <p>There is a relationship of authority and responsibility at every level in the organization.</p> <p>There is a relationship of authority and responsibility, and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.</p>	<p>People throughout the organization are empowered in formal and informal ways.</p> <p>Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including non-certified staff, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.</p>

**A=All**

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**\*\* For Evaluation purposes Director of Adult and Community Education is considered a Principal (P)**

## The Leadership Performance Matrix – Appendix A Southgate Community School District

(To be completed by Administrator)

<i>Role**</i>	<i>Leadership Dimension</i>	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
8.0 Time/Task/Project Management					
A	8.1 Choices for time management reflect a focus on the most important priorities	The leader is unaware of or indifferent to organizational priorities. The task list, if it exists, is more about putting out fires than about implementing organizational priorities.	The leader is aware of organizational priorities, but the daily emergencies frequently seem to intrude into a focus on the priorities.	The priorities of the organization and the priorities on the task list are closely matched. The leader regularly removes tasks, or delegates tasks, where there is an insufficient link between the task and the leader's and organization's priorities.	The priorities of the organization and this leader's task list create a mirror image. By looking at this leader's calendar and prioritized task list, one would know and understand the priorities of the organization. The leader not only removes diversions and obstacles from his or her own task list, but also helps to focus the entire organization in the right way by carefully matching tasks to priorities.
A	8.2 Complex projects have clear objectives and coherent plans	Project management is haphazard or nonexistent. There is little or no evidence of lists of milestones and deadlines.	Projects are managed using lists of milestones and deadlines, but are infrequently updated.  The impacts of changes in one task are not clear and are rarely documented. The leader's prioritized task list includes tasks that are, in actuality, projects composed of multiple tasks.	Projects are managed using clear and written lists of milestones, deadlines, and persons responsible. Project management documents are revised and updated as milestones are achieved or deadlines are changed. The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization. The leader's task list carefully differentiates between task and a project.	In addition to meeting all of the criteria for proficient project management, the leader also uses project management as a teaching device, helping others in the organization understand the interrelationship of complex project milestones throughout the organization.  The leader uses complex project management to build systems thinking throughout the organization.  Project plans are visible in heavily trafficked areas so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.

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## The Leadership Performance Matrix – Appendix A Southgate Community School District

(To be completed by Administrator)

A	8.3 History of completion of projects on schedule and within budget	The leader has little or no record of keeping commitments for schedules and budgets.	The leader sometimes meets deadlines, but only at the expense of breaking the budget, or meets budgets, but fails to meet deadlines.	The leader has documented history of managing complex projects, meets deadlines, and keeps budget commitments.	In addition to meeting the criteria for proficient performance, this leader regularly saves resources of time and money for the organization and proactively redeploys those resources to help the organization achieve its strategic priorities.
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## The Leadership Performance Matrix – Appendix A Southgate Community School District

(To be completed by Administrator)

<i>Role**</i>	<i>Leadership Dimension</i>	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
9.0 Technology					
A	9.1 Demonstrated use of technology to improve teaching and learning	The leader does not display personal competence in technology applications. The leader does not link the installation of technology to specific teaching and learning objectives.	The leader is personally proficient in technology and appears to be an advocate for the use of technology, but does not always differentiate between technology implementation and a clear impact on teaching and learning.	The leader uses technology personally in a competent manner and links technology initiatives of the organization to specific teaching and learning objectives.	In addition to meeting the criteria for proficient performance, the leader serves as a model for technology implementation to other organizations. The links between technology implementation and learning success are clear and public. The leader coaches the entire staff on the results of the linkage between technology and organizational success, creating new ways to save resources and improve organizational effectiveness.
A	9.2 Personal proficiency in electronic communication	Not technologically literate. Little or no evidence of taking personal initiative to learn new technology.	Mastered some, but not all of the software required for proficient performance. Takes initiative to learn new technology	Personally uses email, word processing, spreadsheets, presentation software, data bases, and district software. Personal study and professional development reflect a commitment to continued learning.	In addition to the skills required of the proficient leader, the leader creates new opportunities for learning and uses the organization as an example of effective technology implementation. Leading by example, the leader provides a model of new leaning.

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**The Leadership Performance Matrix – Appendix A**  
**Southgate Community School District**  
 (To be completed by Administrator)

<i>Role**</i>	<i>Leadership Dimension</i>	<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
10.0 Learning					
A	10.1 Personal understanding of research trends in education and leadership	Little or no evidence of personal learning and research.	Occasional educational research reading and some interest in personal reading and learning.	Personal reading, learning, and teaching of educational research trends.	In addition to personal reading that is wide and deep in the field of educational research, the leader contributes directly to research, providing case studies, experimental results, and research questions to serve the interests of other leaders and educational organizations.
A	10.2 Personal Professional Development Plan	This leader might introduce a professional development program, but quickly leaves the room, sending the signal to colleagues that “This really is not worth my time.”	The leader actively participates in professional development, but it is reflective of a personal agenda rather than the strategic needs of the organization. The leader attends professional development for colleagues, but does not fully engage in it and set an example of active participation.	Engages in professional development that is directly linked to organizational needs. The priority is given to building on personal leadership strengths. The leader personally attends and actively participates in the professional development that is required of other leaders in the organization. In the case of building principals, the leader personally attends and actively participates in the professional development required of teachers.	In addition to meeting the requirements for proficient performance, this leader approaches every professional development opportunity with a view toward multidimensional impact. Knowledge and skills are shared throughout the organization and with other departments, schools, and districts. Rather than merely adopting the tools of external professional development, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are “home-grown” rather than externally generated.

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## The Leadership Performance Matrix – Appendix A Southgate Community School District

(To be completed by Administrator)

A	10.3 Professional Development Focus	By personal example, this leader endorses the butterfly approach to professional development. Once a subject has been superficially addressed, then a new fad is chased. Faculty requests are routinely approved whether or not they are related to student achievement. Similarly, the leader's personal professional development agenda is based on whim and preference, not organizational needs	Professional development opportunities are somewhat related to the organizational objectives, but there is no way of systematically assessing their impact. Participant evaluations are the primary criteria for selection, so programs that are popular but ineffective tend to be the norm.	Professional development plan has no more than six areas of emphasis and each of those areas is linked to the organization's strategic objective.	Can identify specific professional development offerings of past years that have been systematically reviewed and terminated because they failed to support organizational goals. Has a process for prior review of new professional development programs and rigorously applies its applications for time and funding. Can provide examples of having disapproved applications for professional development that failed to meet these criteria Chooses one or two focus areas for professional development, with extensive time in faculty meetings, grade-level meetings, department meetings, and staff development meetings all focused on intensive implementation of a few areas of learning.
A	10.4 Application of Learning	Even on those rare occasions when this leader engages in professional development, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional development is an expense, not an investment in constructive improvements.	The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.	There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the case for this and does not continue investing time and money in professional development programs that lack clear evidence of success when applied in the organization.	In addition to meeting all the criteria for proficient performance, this leader provides evidence of the principle of leverage, taking each learning opportunity and applying it throughout the organization.

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**APPENDIX B**  
(To be completed by Administrator)

Using the specific domains and elements in the rubrics of the Leadership Performance Matrix for the Southgate Community School District, the administrator will mark his/her assessment of each leadership dimension in the actual rubric boxes. After completing the rubric and in preparation for the conference with the supervisor, the administrator will complete this Administrative Matrix Self-Evaluation Summary. This careful analysis will enhance the nature of the dialogue between the administrator and supervisor during the conference.

**Administrator Matrix Self-Evaluation Summary**

<b>Domain</b>	<b>Self Assessment</b> <i>(Leadership Dimension)</i>	<b>Evidence</b> <i>(if needed)</i>
Resilience		
Personal Behavior		
Student Achievement		
Decision Making		
Communication		
Faculty Development		
Leadership Development		
Time/Task/Project Mgmt		



Technology		
Learning		

**Noted Areas of Strength Based on the Self-assessment of the Rubrics in the Matrix**

**Possible Area(s) for Growth Based on the Self-assessment of the Rubrics in the Matrix**

**Suggested Goal Areas for the Personal Growth Plan**

**APPENDIX C**  
**From Administrator Matrix**  
**Supervisor's Evaluation Summary**  
 (To be completed by Superintendent)

Administrator's Name: \_\_\_\_\_ School year: \_\_\_\_\_ School: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

**Ratings on Individual Rubrics:**

1.0 Resilience	Highly Effective	<input type="checkbox"/> Effective	Minimally Effective	Ineffective
2.0 Personal Behavior	Highly Effective	Effective	Minimally Effective	Ineffective
3.0 Student Achievement	Highly Effective	Effective	Minimally Effective	Ineffective
4.0 Decision Making	Highly Effective	Effective	Minimally Effective	Ineffective
5.0 Communication	Highly Effective	Effective	Minimally Effective	Ineffective
6.0 Faculty Development	Highly Effective	Effective	Minimally Effective	Ineffective
7.0 Leadership Development	Highly Effective	Effective	Minimally Effective	Ineffective
8.0 Time/Task/Project Management	Highly Effective	Effective	Minimally Effective	Ineffective
9.0 Technology	Highly Effective	Effective	Minimally Effective	Ineffective
10.0 Learning	Highly Effective	Effective	Minimally Effective	Ineffective
<b>OVERALL RATING:</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Ineffective</b>

**Overall Comments by Supervisor:**

**Overall Comments by Administrator:**

**Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Administrator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## APPENDIX D

### Levels of Performance

The following levels of performance in the Leadership Performance Matrix for Southgate Community School District are explained below and will serve to assist both administrator and supervisor with the self-assessment and assessment worksheet as both parties determine areas for goal setting during the evaluation process.

- **Highly Effective** leaders provide performance that is far beyond proficient. One of the distinctive characteristics of exemplary leaders is that they have system-wide impact. They routinely share their ideas, mentor other leaders, and see their role not only as the improvement of the part of the system for which they are personally responsible but as an agent of system-wide improvement. This level is reserved for truly outstanding leadership as described by very demanding criteria.
- **Effective** leaders meet the requirements for organizational success. Their performance is both necessary and sufficient for their continued employment. Proficiency is a challenging, rigorous, and demanding standard of achievement. Leaders can be proud of achievements. Nevertheless, they are able to understand clearly that their present level of performance is not exemplary, but on a path toward exemplary. This level describes solid, expected professional performance.
- **Minimally Effective** leaders understand what they must do in order to become proficient and have the desire and personal motivation to make the decisions necessary to become proficient. This indicates that performance has real deficiencies. While not yet proficient, the progressing leaders can benefit from coaching, constructive feedback, and clear expectations form improved performance.
- **Ineffective** is clearly unacceptable and performance needs to change immediately. Leaders who do not meet standards in two consecutive years do not have a future in a leadership role.

## APPENDIX E

### Major Components of Professional Growth Plan

#### Goal

Each goal in the Professional Growth Plan (PGP) should emerge from the administrator's self-assessment using the Leadership Dimensions rubrics. Likewise, each goal should reflect building and/or district goals whenever possible. There are many types of goals an administrator might pursue depending on the type of growth s/he desires and the district encourages.

Administrators are encouraged to use a variety of activities, strategies, resources, and professional development to accomplish their goals and to choose specific evidence or indicators of progress to measure their accomplishment of each goal.

Goals are only valuable when their attainment can be, and actually is, assessed. Goals that can be effectively assessed:

1. Are specific and focused rather than broad and /or overly general;
2. Require reasonable resources and artifact data collection for evidence;
3. Are tied to measurable outcomes; and,
4. Are, whenever possible, tied to student achievement.

#### Rationale for Goal

When determining the rationale for each goal, there are three key questions to consider:

1. What are the reasons or need for establishing the goals for the PGP?
2. How does it relate to the Self Assessment, the Matrix, and the goals in your school and/or district?
3. What kind of goals best fits the professional growth the administrator seeks?

#### Action steps and Timeline to Accomplish Goals

When determining the strategies and activities to accomplish the goals, there are two key questions to consider:

1. What are the steps the administrator plans to take to accomplish each goal?
2. What are the strategies s/he will use and/or the activities that will lead him/her to the accomplishment of each goal?

#### Evidence of Success of Goal Accomplishment

When choosing artifacts and forms of data to collect to assess goal completion, there are three key questions to ask:

1. In what ways will successful goal attainment be manifested?
2. What documents or pieces of information can be developed or collected which will indicate whether or not this happened, and to what extent it happened?
3. How will the artifacts/data provide specific evidence of progress or accomplishment?

Artifacts and Data are the items that will be collected to indicate progress made toward accomplishment of each goal. Each goal can be supported by one or more types of artifact/data. Evidence is some characteristic of the artifact or data that shows the degree to which the goal was accomplished.

## APPENDIX F

### Timelines

#### (2011-12 School Year)

August	Self-assessment – (previous year 2010-11)
September/October	Professional Growth Plan (goal setting, see Appendix H) <b>First Observation by Supervisor</b>
January/February/March	<b>Second Observation by Supervisor</b>
March/April	Self Assessment – (current year 2011-12) Summative Evaluation Report <b>Administrator Matrix Evaluation Summary w/Supervisor (Appendix B)</b> Professional Growth Plan for 2012-13

#### Subsequent Years

September/October	Professional Growth Plan (goal setting, see Appendix H) <b>First Observation by Supervisor</b>
January/February/March	<b>Second Observation by Supervisor</b>
March/April	Self-assessment – (current year) Summative Evaluation Report <b>Administrator Matrix Evaluation Summary w/Supervisor</b> Professional Growth Plan for upcoming year

## APPENDIX G

### Mid-year Conference between Administrator and Supervisor

#### **Purpose of Mid-year Conference**

The overall purpose of this mid-year conversation with each administrator is to keep communication channels open and determine progress with the goals established in the Professional Growth Plan.

#### **Specific Outcomes**

- To provide an update of progress the administrator has made on the established goal;
- To determine the evidence accumulated so far to demonstrate that progress;
- To identify the impact of this goal:
- To conduct dialogue about the administrator's learning as the goal work has progressed;
- To determine any additional support, if needed, for continued goal progress;
- To explore any ideas that may be emerging for future goals;
- To reflect on the progress each administrator is making with his/her practice of Learning Walks as part of the work as an instructional leader/supervisor or other district practices; and,
- To obtain any specific feedback or input on ways the superintendent and central office personnel can provide more effective support for the administrator's role and work.

#### **Procedures**

This mid-year conference will be rich with reflection on practice dialogue about goal progress and suggestions for further professional growth.

#### **Guide for Dialogue**

##### *Goal Progress*

1. Bring a copy of your goals to the conference.
2. Please present the goals that you established this fall. Now, provide an update of your progress so far with each goal.
3. What evidence do you have to document your progress so far? (Evidence might include artifacts, data, samples of work, etc.)
4. What has been the impact of this goal on school culture/supervisor growth and/or development/student learning/parent involvement, etc?
5. In what ways have you sought professional learning to assist your progress with this goal?
6. What has been significant learning for you, as an administrator, as you have worked on this goal?
7. What ideas for next year's goals (or which Leadership Dimensions) are beginning to emerge in your reflections?

##### *Walk Throughs*

1. Describe your progress with incorporating Walks Throughs into your instructional supervision practice. What is your evidence?
2. What are you learning from your Walks Throughs this year?
3. What new ideas do you have for goal setting, professional development, collaborative work, etc. as a result of your Walk Throughs?

##### *Summary of Feedback*

1. Superintendent's or Supervisor's overall view of administrator's performance.
2. Inquiry about any needed support from superintendent and/or central office personnel.

APPENDIX H

**Administrator's Professional Growth Plan**

(To be completed by Administrator with Superintendent's concurrence)

Administrator \_\_\_\_\_ Supervisor \_\_\_\_\_

School Year \_\_\_\_\_ Date of Planning Conference \_\_\_\_\_

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**Goal One Re: Student Achievement**

Rationale:

Action Steps & Timeline:

Evidence of Success:

Administrative/District Support:

**Goal Two Re: \_\_\_\_\_**

Rationale:

Action Steps & Timeline:

Evidence of Success:

Administrative/District Support:

Administrator's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date: \_\_\_\_\_